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ABSTRACT

This study of faculty pay scales at Utah Valley State College (UVSC) surveyed a total of 198 faculty on several issues: whether the current pay scale system provided enough flexibility to recruit and train faculty; whether it facilitated or inhibited consistency in faculty remuneration; whether it facilitated or inhibited a merit pay system, whether it met recruitment/retention and future advancement needs; whether it effectively met current and future growth needs; and how the current system compared with those of other colleges and universities in the state. The report examines the historical context in which this review took place, and discusses such issues as recruitment and retention, market equity, salary compression, faculty distribution, current practices of other state colleges and universities; and years of service. The study found that most faculty comments toward current pay scale were unfavorable; faculty also responded negatively to questions about state allocations of funds for higher education. Appended is a faculty salary schedule covering instructors and assistant professors and a year-of-service chart. Two new faculty pay scale proposals are also presented to the UVSC faculty senate for consideration. (CH)

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An Exercise in Growth and Adaptation for a Rapidly Growing State College: Faculty Pay Scale Report and Proposals

Presented to the Faculty Senate By

The UVSC Faculty Senate Budget Committee
1998-1999

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March 26, 1999

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Brief History of Utah Valley State College: The Context

Since its inception as an answer to national and state vocational education needs, UVSC has been a leader in trades and vocational education in Utah. When it began it was called the Central Utah Vocational School. It was administered by the Provo School Board Clerk under the direction of the Provo School District Supervisor[1]. In 1945 it became a State-supported institution and in 1947 came under the management of the Utah State Board for Vocational education under the direction of a superintendent. It was later called the Utah Trade technical Institute and then again renamed the Utah Technical College at Provo. Years later it would also be renamed Utah Valley Community College and later Utah Valley State College.

Demand for more educational opportunities in Utah County has always fueled growth and change in its mission statement. For example, the original Provo campus was built for 1,200 students. Within a few years student enrollments exceeded 5,000 and the Orem campus was purchased with major construction projects designed to meet the ever increasing demands. Soon associates degrees were offered and eventually bachelors degrees. In spite of the vastly diverse degree offerings and programs at UVSC, the original need for trades and vocational programs has remained constant as has the quality of education which UVSC provides in these areas.

There is also a history of change in the administration and management of the institution. It was under the direction of local school districts, state educational boards, and finally the Board of Reagents after extensive legal and political maneuvering. By looking to UVSC's history, we find that there are three key historical factors which impact us still today:

1) growth and increasing demands for diverse educational programs,
2) ever-expanding mission statements, and
3) changes in how UVSC has been administered and managed by various state vs. local educational systems.

All of these significantly contributed to the current need for the Senate Budget Committee's research and proposals for change in the UVSC faculty pay philosophy.

Growth and Increasing Demands for Diverse Educational Programs

The demand for higher education skills and degrees has been and continues to be the driving force in UVSC' development into what it is today and will become in the future. Enrollments continue to be strong in the Trades and Vocational areas and are projected to continue that way far into the future. Much of the dramatic growth in recent years has come in the academic areas. Many students come to earn an associates degree and prepare for university. Yet with the current bachelors degree offerings and many other degrees which will soon be offered, the growth is predicted to continue until approximately 40,000 students attend UVSC (by 2020).

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[1]From A Miracle in Utah Valley: The Story of Utah Technical College 1941-1982 by Wilson W. Sorenson UTC Press (1985).

Ever-Expanding Mission Statements

In Sorenson's (1985) historical account of UTC, he prints the Utah Technical College Mission Statement (found in the Appendix). It reads:

> "Utah Technical College at Provo/Orem is committed to be flexible and responsive to meet special vocational and the basic general education needs of individuals in providing them an opportunity for employment in the ever changing world of work."

Our mission statement today is an expanded version of the one listed above. It reads:

> "Utah Valley State College is a state college comprised of two interdependent divisions. The lower division embraces and preserves the philosophy and mission of a comprehensive community college, while the upper division consist of programs leading to baccalaureate degrees in areas of high community demand and interest."
>
> "Utah Valley State College is dedicated to providing a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally. The college is committed to meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education; meeting the needs of continuing education for personal enrichment and career enhancement; and providing diverse social, cultural , and international opportunities, and student support services."

The earlier statement providing vocational and general education needs has been expanded .o include these plus many more provisions which reflect UVSC's more holistic service as a community-needs oriented institution of higher education. This has already lead to the hiring of more faculty and supportive staff in the academic areas and a continuation of the hiring of skilled and competent trades and vocational faculty. In the future Utah, especially Utah County, will present new needs and educational challenges which UVSC will most probably be called upon to fulfill. In doing so our faculty and staff composition will continue to diversify and expand. How these faculty from many different professions will be paid (in terms of market demands both in and beyond higher education) is and will continue to be an increasingly important issue for UVSC.

Changes in how UVSC has been Administered and Managed by various State vs. Local Educational Systems.

Our current UVSC system has a long history of public school modeled administration and management. Doug Warner, UVSC Executive Director of Budgets and Management, reported that UVSC used to be a public school district managed by the Utah State Board of Education. After significant shifts in the state political arenas, UVSC came under the administrative arm of the Board of Regents. Few who are employed at UVSC today were here in the old days of public school administration. But all of the faculty are effected by the pay scale, with its columns and steps, which so strongly resembles many pay scales used in the local school districts in Utah and other counties. When UVSC was "UTC" or even "UVCC" the college mission statements were very much in line with community and vocational college mission statements. The methods used to pay faculty were also in line with community college practices. Most who study the

development of community colleges already know that community colleges grew out of public education and resemble public education in many ways still today. But UVSC's current mission statement reflects a two tier system of educational delivery. One at a community college-associates degree/certificate level and another at the baccalaureate level in both trades and academic areas. In other words UVSC is becoming less and less the community college in its educational function, and more and more a state college. State college's are not as similar to public school models especially in the area of faculty pay. Colleges and universities tend to have much more flexible pay approaches which allow the institution to hire qualified faculty from diverse fields and professions. UVSC has a legacy of public school faculty pay methods which has lingered to this day. Our current needs require research and change in how UVSC's faculty are paid. We the faculty come from so many different professional backgrounds and work at a college with such a broad and holistic mission statement. With all of its foreseeable growth and change something must be done to align our pay system with our complex and diverse needs.

Relevant Information

We find ourselves on the threshold of many exciting events here at UVSC. Our focus now in considering pay issues needs to be directed to both current and near & distant future needs. For example, we need to consider **recruitment and retention** issues. With the current bachelors degree programs, we have seen an increase in demand for Ph.D. trained as well as industry experienced faculty. In order to attract them to our school, starting salaries tend to be higher. Some of the faculty here have indicated that it causes tension to have a 15 year faculty member make less than the starting faculty who come on board at higher market value. This is a problem, but it is not uniquely UVSC's problem. This issue is addressed quite a bit in higher education literature and is being dealt with in various ways using pay formulas, rank, tenure, tenure reviews, merit systems, and salary decompression approaches. Other schools attract UVSC faculty with higher wages and comparable benefits and it becomes somewhat difficult to retain experienced faculty who are a valuable asset to our college. As more bachelors programs come on line these issues will become more and more relevant. Thus the question, *"does our pay scale system provide UVSC schools and departments with enough flexibility to both recruit and retain talented faculty?"*

Another important issue is **market equity**. Two types of equity apply to UVSC's current and future needs. First is **external equity**. External equity implies that faculty in various fields are paid at a comparable level to others with their training in their fields of expertise. It is a given that educators at a state college make less than most in their field outside of academia. It is also a given that those outside of academia typically work on 52 week contracts, forfeit a certain degree of their autonomy, live with various type of deadlines, and have differing levels of accountability for their skills. Another way to look at it is that we in education selected our careers and realize in advance the tradeoffs we made in choosing our careers in this sector of the economy. Second is **internal equity**, in other words fairness within and between UVSC's five schools and many departments. UVSC is experiencing what many refer to as salary compression. This is visible to anyone who looks at the relationship between salary and rank (See Table 1).

Table 1. Average Faculty Salaries by Rank and Institution in Utah's Nine Schools (1996-1997*) Listed in Order of Most Compressed to Least Compressed.

SCHOOLS	FULL	ASSOC.	ASST.	INST.	Difference FULL-INST.
UVSC	$40,230	$38,325	$36,651	$33,509	$ 6,721
SLCC	$41,962	$37,650	$33,946	$31,786	$ 10,176
Snow	$42,054	$39,556	$33,278	$28,225	$13,829
USU	$53,063	$44,647	$38,498	$34,365	$18,644
Weber	$49,812	$40,061	$37,238	$30,283	$19,529
SUU	$48,843	$40,963	$34,051	$29,115	$19,728
UofU	$70,427	$49,469	$42,028	$33,729	$36,698
Dixie & CEU	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

*From:HTTP://129.219.88.111/Forms/9697Salary.HTML (IPEDS Faculty Salary Database)

Salary compression occurred at UVSC (and still occurs) more than at the other school in the state for the years 1996-1997. UVSC's dollar value difference in salary between Full Professors and Instructors is a meagerly $6,721. This is lower than that reported at SLCC; twice as low as the difference reported at Snow; three times lower than the differences reported at USU, WSU, and SUU; and six times lower than the difference reported at the U of U. This indicates that rank has very little to do with average pay-a trend which is not in sinc with national trends in faculty pay[2]. Typically tenure and scholarship are rewarded by rank and higher pay in all disciplines. At UVSC we have a tradition of ignoring or neglecting the significance of rank which has resulted in a tight clustering of salaries. Recent efforts at aligning UVSC with the national rank systems have resulted in a $250 dollar increase in pay for Associate Professors and $500 increase for Full Professors. Equity adjustments, and instituting a comprehensive rank advancement system are common methods of decompressing salaries. The important issue of compression is related to external and internal equity which in turn are deeply connected with both recruitment and retention. Thus the question, *"does our current pay system facilitate or inhibit internal or external consistency in faculty remuneration?"*

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[2]For example The Chronicle of Higher Education's 1998-1999 Almanac Issue Aug 28, 1998. Vol XLV #1; "Average Salaries of Full-Time Faculty Members, 1997-1998" reports that the average difference in Full Professors and Instructors is $37,412. It also reported for Baccalaureate Institutions that the difference was $26,206.

Another important issues is the practice of rewarding scholarship through merit point systems. Most faculty are aware of the criticisms launched against the current **merit system**. These include comments such as: "It takes too long to earn 25 points, why bother!"; "I don't have time, given the required weekly contact hours, to take classes or do other scholarly activities."; Who wants to claim .002 points for a 3 day seminar? It simply is not worth it!"; and "The current point system favors faculty in some departments over others." In response to these and other criticisms, an ad hoc Senate Committee has taken the responsibility of studying and restructuring the merit system. Their recommendations will be presented to the Senate early in 1999. There has also been considerable concern about faculty initial placement for new hires. J.D. Davidson and the Deans Council are working on a revised standard worksheet for placing new hires, forthcoming.

One of the most significant issues, in terms of faculty pay is the **low level of state allocated funds** to UVSC for faculty pay. At present, this is a challenge that UVSC faculty and administration are totally helpless in. The Board of Regents and/or Utah Legislature allocate funds according to politically motivated dictates. There is no recourse nor method of persuasion which allows for increases in the amounts allocated. As UVSC continues to grow from a community to a state college our pay floats between those two types of institutions in comparison. Our pay does not yet reflect higher pay for the baccalaureate portion of our two tier mission statement. Look for example at Table 2 below. The percent increases received by UVSC

Table 2. A Comparison of UVSC's Annual Percent Salary Increases Allocated by the State, 1990-1999 and the Percent Change in the Consumer Price Index-Urban for Similar Years*.

YEAR	UVSC Faculty Pay Percent Increase	CPI-Urban % Change	Diff. In UVSC Pay and CPI-U
1990-91	6.00%	5.40%	+0.60
1991-92	3.20%	4.20%	-1.00
1992-93	4.50%	3.00%	+1.50
1993-94	3.00%	3.70%	-0.70
1994-95	6.52%	4.10%	+2.42
1995-96	5.00%	4.50%	+0.50
1996-97	4.00%	3.60%	+0.40
1997-98	3.00%	2.70%**	+0.30
1998-99	3.18%	4.60%**	-1.42

*Data from UVSC and Statistical Abstracts of the U.S. 1997 Table 668 and from revenue Assumptions Comm. & Ec. Coordinating Comm. Reported in Utah data Guide, Summer, 1998 and July, 1996(** = estimate & forecast).

faculty come in varying degrees. Two of the nine years indicate a significant raise for faculty. Four of the years show nominal raises of less than one percent. And three of the years show pay increases that do not keep up with inflation.

College Faculty in Utah (and everyone else) are also uniquely disadvantaged because of various economic trends including a 68.4 percent increase over the last 5 years in existing housing prices in Utah compared to a 19.2 percent increase nationwide[3]. Newly recruited faculty are at a special disadvantage in purchasing a home. The median sales price of a home last year in Utah was $132,600 compared to $125,900 nationally. Given what newly hired faculty are paid (especially those fresh out of their programs) buying a home is especially disadvantageous. Utah also had the 3rd fastest increase in the cost of living in the nation from 1991-1997. Although Utah's personal income growth was 4th in the nation in 1997 at 7.6 percent over 1996, UVSC faculty's pay increase that year was only 3.0 percent. Add to all of these financial difficulties the fact that Utah is a high tax burden state ranking 7th heaviest taxed state in the U.S. when state and local taxes as a percent of income are considered[4] .The problems this financial picture presents to UVSC faculty are obvious.

What exactly can be done to remedy this problem is not clear. Collective bargaining is currently illegal but collective actions in various forms of expression are not. Beyond that, public relations efforts, lobbying of the legislature, research and documentation to the Board of Regents, and community engagement into our plight are remote possibilities but not easily employable actions. President Romesburg has succeeded in persuading the Board of Regents to classify UVSC into a college with more baccalaureate degree offering institutions for comparables (as opposed to other community colleges). We are now a Category 2B College. Thus the question, *"does our current pay system allow for flexibility in remuneration given the current practice of limited state allocation of funds?"*

Another important issue for consideration is the **distribution of the faculty at UVSC**. In Table 3 we can see the current distribution of faculty is heavily weighted at the higher end of the pay scale. In 1993-95 only 34 Percent (71) of UVSC's faculty were located in Column 9. In the 1998-99 academic year that has more than doubled in numbers and proportion of faculty and is now slightly more than 60 percent (153).
This is in part because of column advancements and doctoral degrees earned. An even more significant cause of the increase in Column 9 is the trend of hiring more and more industry experienced and doctorally trained faculty to meet the demands created by bachelors degree programs in the academic areas. The real challenge in having a column-step pay scale is that it does have limits built into it on every side. This pay scale impacts recruitment and retention in many ways. The results of which have lead to a "piling up" effect in which both new and

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[3]These economic data are taken from Utah Data Guide: A newsletter for data Users; Spring/Summer 1998, pages 11-12.

[4]Reported by the Tax foundation at websites:
HTTP://www.taxfoundation.org/prstatelocalchart1.html and
HTTP://www.taxfoundation.org/prstatelocalchart2.html

Table 3. UVSC Faculty Distribution in Columns 3-9 for years: 1993-94 and 1998-99 Number/Percent.

	COLUMNS	3	4	5	6	7	8	9
YEARS								
1993-94 (N=208)		6/3%	25/12%	24/12%	31/15%	22/11%	29/14%	71/34%
1998-99 (N=253)		3/1%	8/3%	19/8%	18/7%	16/6%	36/14%	153/60%

long-term faculty are essentially log piled into Column 9 and can only make annual advancements down Column 9. These advancements are worth far less than steps on other places in the pay scale. If a faculty member in Column 9 earns 25 merit points and request an advancement he or she gets only a $560 increase compared to a $941 increase for all other column advancements (see Appendix A for tables of column and step values for Assistant Prof. and Instructors). Thus the question, *"does the current pay scale, with its columns and steps, support or inhibit: the merit system for increasing pay, the recruitment and retention needs at UVSC, and the near and distant future advancement needs at UVSC?"*

The UVSC tradition of using a pay scale, with columns and steps, is yet another critical question that must be addressed. We have had a pay scale at UVSC as long as anyone can remember. Given that we originated out of public education, there is a good chance that we always have had a pay scale. There are definite pros and cons to pay scales. Public educators throughout history had been subjected to inequities and injustices in how one teacher was paid compared to another. In reaction to these inequities large urban school districts began the implementation of pay scales in the late 1920's and early 1930's[5]. The end result was equal pay for equal work. No longer were public school teachers at the mercy of a system fraught with arbitrary and capricious evaluations. Pay scales also made pay both predictable and apparent (in the sense that everyone was aware of pay and advancement and related rules and regulations). Paying the faculty with a scale also eliminated faculty competition and promoted more collegiality and cooperation. Scales typically provided more pay for more education and training which resulted in a better qualified faculty. There are obvious benefits from using pay scales for public educators. These same benefits have carried over to community colleges over the years, most of which use public school pay scale models.

That brings us to the most significant con about the pay scale at UVSC-we are not public school teachers and really have a different mission statement than every community college in the U.S. By increasing our academic and trades programs to include bachelors degrees, we have

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[5]From Paying Teachers for What They Know and Do: New Smarter Compensation Strategies to Improve Schools by Olden, A. and Kelley, C. Corwin Press Inc (1997).

moved far away from the public school model and away from the community college model. As was mentioned above, our changing needs include the hiring of many different faculty from many diverse fields and there is a strong need for UVSC to have flexibility in being able to recruit and then retain these faculty. For the most part, the pay scale, especially in its current form, inhibits rather than facilitates recruitment and retention. A few years ago, the Faculty Senate responded to the log pile in Column 9 by opening up the last step indefinitely. This would have avoided the bottoming out which a few faculty were immediately threatened by. Many pay scales do bottom out, especially in the highest column and step (which is most detrimental to faculty who will have their retirement benefits connected to their last annual pay amount).

Beyond that, pay scales rely heavily on achievement criteria and pay little attention to varying levels of performance and individual skills. The exceptional teacher at UVSC can progress at the same column and step with the average and below average faculty by virtue of staying on from year to year. Another con is that our scale provides pay increases for indirect indicators of teaching knowledge and skills. In other words increases come with years of experience, educational credits earned, and degrees earned. It is assumed that faculty are better trained and qualified to teach after more years, credits, and degrees. The reality is that none of these three indicators guarantees improved teaching and classroom performance. This information certainly begs the question of merit points and the efficacy of our merit system. But we will not address that challenge further in this document. Olden and Kelly (1997) who wrote the book referenced above stated that:

> "Several critics, given the changing education system, believe the salary schedule needs to be rethought. From their perspective, salary schedules helped address the issues of predictability and internal equity. However, they are inadequate for an evolving education system."

UVSC , perhaps more than any other College or university in the Western Region, is evolving. In 15 to 20 years with approximately 40,000 students, 4-500 full-time faculty, 15-25 bachelors degrees, and numerous other programs is experiencing rapid change and transformation. Thus the question, *"can UVSC's current pay scale effectively meet the current and future needs for expected growth?"*

An important consideration related to the pay scale issue is the **current practice of other colleges and universities in the Utah State System**. Table 4 below provides a brief summary of the 9 Utah institutions of higher education. The universities and bachelors degree granting schools tend to Utilize formulas and negotiation more. At USU for example they use standard formulas which vary depending on market values in various fields. At Dixie the formula uses a base amount for all faculty then adds increments for various levels of education. It also accounts for years of service (up to 6 years) and merit factors. It also includes state allocations and increases. Those schools using formulas have specific guidelines which are followed when salaries are derived for faculty. In this sense there is a certain degree of predictability given that everyone is aware in advance of how salaries change and increase. Market factors are critical at the U of U, SUU, and USU but not as important at the other schools with formulas. Snow uses the negotiation model wherein faculty present their annual performance measures to their chairs and deans and negotiate their salaries from year to year. Dixie and Snow vary from the pay scale in having a formula and negotiation system respectively.

The three schools utilizing pay scales tend to perform more of the teaching as opposed to research tasks in the state system. These include CEU, SLCC, and UVSC. Weber State though, has been through similar transformations that UVSC is currently going through. Although their's was a transformation from college to university, the challenge of adjusting a faculty pay system to meet new demands is currently an issues at WSU. We have discovered that WSU has obtained consulting services specifically for their pay system. The consultant is a specialists in the area of market equity based pay formulas. In the current WSU, negotiation pay system the Department Chair uses a worksheet with specific guidelines and presents salary increases to the Dean who sends it through Human resources and eventually to the Provost.

Table 4. A Brief Comparison of Faculty Pay Systems For the Nine Institutions of Higher Education in the Utah State System 1998.

1998 FTE Enrollments	SCHOOL	PAY SYSTEM	NOTES
18,832	U of U	Formulas	Tremendous variation of pay levels
13,867	USU	Formulas	Wide variety of pay levels
4,815	SUU	Formulas	Wide variety of pay levels
10,144	Weber	Negotiation Worksheet	Chair completes worksheet and negotiates with the Dean, & Provost
2,735	Snow	Guided Negotiations between Faculty and Administration	Considers degrees, years, classes taken, rank, & merit
3,454	Dixie	Formula (College wide same formula)	Moderate Variety of pay levels
1,828	CEU	Pay Scale 9 Cols./16 Steps	More steps for higher Cols.
10,519	SLCC	Pay Scale 8 Cols./22 Steps	Limit Cols. By degrees
11,668 Source:Off. Of Comm. Of H.E.	UVSC	Pay Scale 7 Cols./28 Steps	More steps for higher Cols. and different scales by rank.

In comparison to pay scales, formulas and negotiation models have certain advantages. First, they provide more flexibility for recruitment. Also, faculty can be enticed with higher

starting salaries, to work in academics as opposed to industry. Faculty in high demand fields can be enticed to work at our college as opposed to another one. Some have expressed concern that a highly paid starting faculty will be paid from the existing pot of money for current faculty. This is not the case. When a contract is awarded, moneys for starting salary and benefits are also awarded. The subsequent year's allotment includes the new hires salary. New hires do not reduce current faculty salaries.

Second, formulas and negotiation models promote retention better. Raises will vary but faculty can increase their salary in many cases more quickly by working harder at meeting the guidelines designated for salary increases (such as writing, research, training, classes, community service, etc). It is arguable that the merit system provides for the same thing at UVSC but it does so more gradually and over extended periods of time rather than from year to year. For example, most faculty in Column 9 who are attempting to earn 25 merit points must do so over a 3-5 year period. Each year a step only provides $560 dollars plus the state allocated percent increase. In a formula or negotiation model the yearly work is often part of the annual pay increase and impacts the salary more quickly.

Formulas and negotiations have much more flexibility built into them than do columns and steps which facilitates every aspect of: advancement, rewarding of scholarly activities, tenure, rank, etc... It may well be argued that by abandoning the pay scale, and therefore the standardized steps and columns, we would loose predictability, uniformity, and a guarantee of equity. This is probably not true. Predictability would exists with formulas and negotiations because the guidelines would be standardized for the college with various definitions for specific disciplines and fields. Everyone would know from year to year, what contributes to a higher raise and they would know what they have done in the previous year that will count for them. Each year everyone would also be given a percent raise which comes from the state allocation. Uniformity is common to every state college or university in Utah which uses a formula or negotiation. Salary differences exists in schools using formulas and negotiation models, but they also currently exist at UVSC. Hammond's (Spring, 1998) report to the faculty senate demonstrated that among the five schools at UVSC, the median salaries were higher in certain schools. Business, Science, Humanities, Trades, and then LEC were the ordering of median salaries with Business as the highest and LEC the lowest. Such trends are common throughout higher education institutions in the U.S. and will be present at UVSC regardless of the faculty pay system we utilize. The guarantee of equity at UVSC would be the same under our current pay scale system, a formula, or a negotiation model. Thus the question, *"does our current pay scale system meet the needs of UVSC faculty as well as formula or negotiation pay systems which are used at other colleges and universities in Utah could?"*

One very important issue when considering a change in UVSC's pay scale is the **years of service issue.** Table 5 presents information about average years of service for each column in 1998-1999. Even though the majority (60.4%) of UVSC's faculty are in Column 9, the average years of service per column is very close in each column. But there is considerable variability within each column (see Appendix B for bar chart of years of service for 1998, by Years served). For example out of all the faculty, there are 37 faculty with 20 or more years of service. There are also 49 faculty with between 10 and 19 years of service. Specifically, in Column 9 there are 48 faculty with between 10 and 26 years of service and the remainder (over 100) with 9 or less

years. Thirty-two of the Column 9 faculty are new or were hired last year. In column 9 then you have a sizable group of long-term faculty and an even larger group of newer faculty.

Table 5. UVSC Faculty's Average Years of Service for each of the Columns 3-9 for the year 1998-1999.

Columns	3	4	5	6	7	8	9
Average Years of Service	11	9.4	11.2	8.1	12.2	8.4	8.0

Overall with the average years of service being between 8.1 and 11.2 years, it becomes apparent that the majority of UVSC faculty have significant reason to consider the faculty pay scale question because it will have a significant impact on their experience here for many years to come. Also, many new faculty will be hired to meet demands created by growth and others will be hired to replace retirees and faculty who leave for various reasons. It is important that we carefully consider this issue both now and in coming years. Thus the question, *"does UVSC's current pay scale meet the demands of faculty who have, on average about 20 years of service left to fulfill?"*

Having considered all of these important issues, lets re list and consider each significant question raised thus far. There are seven questions which are as follows:

1. "does our pay scale system provide UVSC schools and departments with enough flexibility to both recruit and retain talented faculty?"
2. "does our current pay system facilitate or inhibit internal or external consistency in faculty remuneration?"
3. "does our current pay system allow for flexibility in remuneration given the current practice of limited state allocation of funds?"
4. "does the current pay scale, with its columns and steps, support or inhibit: the merit system for increasing pay, the recruitment and retention needs at UVSC, and the near and distant future advancement needs at UVSC?"
5. "can UVSC's current pay scale effectively meet the current and future needs for expected growth?"
6. "does our current pay scale system meet the needs of UVSC faculty as well as formula or negotiation pay systems which are used at other colleges and universities in Utah could?"
7. "does UVSC's current pay scale meet the demands of faculty who have, on average about 20 years of service left to fulfill?"

After considering all of the findings reported here. After all of the interviews, committee work, and consulting. And after considering the results from the 1998 UVSC Faculty Pay Survey (discussed below). The Faculty Senate Budget Committee cannot answer yes (or in the affirmative) to any of the seven questions asked in this report. In Question 1, we find that our current pay scale system does not provide us with enough flexibility for recruitment and retention. In Question 2, we find that the current pay scale system inhibits internal and external consistency in faculty remuneration. In Question 3, we find that the current pay system does not allow for flexibility in remuneration given the current practice of state allocation of funds. In Question 4, we find that the current pay scale system inhibits the: merit system, the fulfillment of recruitment and retention needs, and meeting future advancement needs. In Question 5, we find that the current pay scale system does not meet our current and future needs for expected growth. In Question 6, we find that the current pay scale does not meet our needs as well as a formula or negotiation model could. And finally in Question 7, we find, based on the reported information here, that the current pay scale does not meet the demands of faculty who have 20 years of service left to fulfill here at UVSC. At this point the results from the 1998 Faculty Pay Survey will be reported. After that recommendations from the Faculty Budget Committee will be made and proposals presented.

The 1998 Fall, UVSC Faculty Pay Survey Results:

The purpose of the survey was simple, to find out how we feel about our current pay system. The first mailing was done on September 15, 1998. The closing date was October 23, 1998 (2 surveys arrived late and slightly changed the numbers reported to the faculty on October 26, 1998 E-mail to all faculty). All responses were kept confidential. Every single comment was considered. Comments were placed into groupings based upon the content of their message. Counts were tallied of these groupings and are presented in the tables below. Faculty could make as few or as many comments as they wanted to make. Eleven faculty returned the survey with no comments. Most had something to say. We had a grand total of 198 faculty who made 553 comments.

Of the comments made, most were unfavorable towards our current pay scale. Only 14 comments were favorable compared to a total of 528 comments that suggested change, complained, or identified problems in the pay scale. The single most common concern was that the merit system is flawed (80 comments). In response to this finding, all of the comments pertaining to merit were typed up and given to the Ad Hoc Merit Committee for their use. There is also a strong feeling of not being paid what we are worth. For example, 68 faculty commented that our wages are not comparable to those at similar institutions or to market values. Also 43 comments were made about not being paid enough. Other less commonly made comments, when considered collectively, also indicate a collective feeling of low pay and value.

There were significant complaints about the higher education system the, most significant of which was that 35 comments suggested that the state does not allocate enough money. Within the UVSC structure there exist the question of inequities between faculty. There is a concern that those with higher degrees will be paid more and that degrees should be ignored (16, 4 comments respectively). There were also concerns that there should be a doctoral track for those who've

earned it (19). There were many comments expressing concern about the current pay scale. Inequities in the pay scale were mentioned in 48 comments. Not enough columns, or problems with Column 9 were mentioned (18 and 14 respectively). Problems with moving across columns were reported (21) and low incentives for longevity at UVSC (21). Also new faculty are hired at a higher rate than existing faculty was mentioned (18). Overall, with all the comments considered in detail, it is safe to conclude that there are problems, perceived problems and inequities, concerns and discontentment among UVSC faculty in relation to the current pay scale.

Fall, 1998 UVSC Faculty Survey Results on Pay Issues

Favors Current Pay Scale **Count**	**Total Favorable=14**
The pay scale works as is	11
Give schools own pay scale	2
Let's stay on uniform scale	1
Problems With Current Pay Scale **Count**	**Total Unfavorable=528**
Hard to move between columns	21
I'd change from pay scale if I saw better options	1
Pay scale does not reflect teaching ability	1
Low incentives in pay scale for longevity - staying at UVSC	21
Inequties in pay scale	48
Need more columns	18
Pay scale is hard to understand, to complex, out of date	3
Too low column 9 step values	14
Current pay scale may be illegal	1
Doesn't meet faculty diversity needs	1
Needs more steps & fewer columns	2
Needs fewer steps to encourage advancement	1
Initial placement on scale is flawed	1
Pay scale limits UVSC growth	1
I'm trapped in column 9	3

Higher Education System Problems	Count
Too low levels of State allocation	35
Failure of administration to really lobby for pay	2
Don't put benefits into competition with pay	2
Need collective bargaining	3
School districts make more than us	3
UVSC Pay Issues	**Count**
Workload to high	5
Not paid enough	43
Need more summer contracts	3
Senior faculty are underpaid	6
Long term faculty who are less productive are paid more	1
Academic scholarship is not rewarded	5
Need market driven salaries	1
Low overall pay hurts retirement	1
Merit point system is flawed	80
UVSC wages not comparable to other similar schools or to market value	68
No real pay changes with rank advancement	22
Low overload/adjunct rate	12
I want to make more money	1
I want an annual raise	4
Education levels, academics & vocational	**Count**
If we change our system then faculty without higher degrees will be paid less	16
Ignore degrees	4
Ph.D.'s make more than Masters who teach better	1
Need Doctoral track for those who've earned it	19
LEC needs to be brought up to pay of other schools	5
Needs to be fairness between trades & academics	7
Salary should reflect degrees & experience	3

Competition Issues	Count
If one faculty benefits it is at the expense of the rest of us	1
Can't afford to hire qualified professors	5
We should be able to negotiate salaries	5
Higher salaries for new hires might cost the rest of us	1
New faculty are hired at higher rate than faculty with longevity	18
Miscellaneous	Count
No comment	11
Loss of sick leave upon retirement	1
Want fully funded sick leave	1
Want fully funded sabbaticals	1
Want to convert sick leave to post retirement coverage	2
Better retirement program	1
Thank you to committee for asking & listening	9
Good luck!	2
Realistic compensation for department chairs & coordinators	1
Some method to recognize Summer and holiday work loads A change from Republicans to Democrats	1 1
IN SUM: 198 out of 253 faculty responded (78.2% response rate, 2 surveys came in late) making a total of 553 comments plus 11 no comments. Of these comments: 14 (2.5%) supported our current pay scale system; 528 (95.5%) reported negative or non supportive responses; and 11 (2%) were complimentary thanking us for asking the question.	

Faculty Pay Scale Proposals Forthcoming

APPENDIX A
Column and Step Values
Assistant Prof & Instructor
At UVSC
1998-99

WHAT IS A STEP WORTH?

UTAH VALLEY STATE COLLEGE
1998-99 FACULTY SALARY SCHEDULE
INSTRUCTOR AND ASSISTANT PROFESSOR

STEP DIFFERENCE

Step	Column 3 BS, BA or 6 yrs. TE	Column 4 MS, MA M Ed	Column 5	Column 6	Column 7	Column 8	Column 9 Ed D Ph D	Step
A	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	A
B	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	B
C	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	C
D	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	D
E	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	E
F	NA	NA	NA	NA	NA	NA	NA	F
G	1,318	1,318	1,316	1,317	1,319	1,319	1,318	G
H	1,318	1,318	1,319	1,321	1,319	1,319	1,319	H
I	1,320	1,319	1,319	1,318	1,318	1,316	1,318	I
J	1,319	1,319	1,316	1,321	1,318	1,322	1,319	J
K	1,128	1,128	1,132	1,128	1,131	1,131	1,131	K
L	941	943	942	941	943	942	938	L
M	XXXXXXXX	752	753	754	753	754	757	M
N	XXXXXXXX	XXXXXXXX	610	609	608	609	608	N
O	XXXXXXXX	XXXXXXXX	XXXXXXXX	594	593	593	593	O
P	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	580	581	582	P
Q	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	573	573	Q
R	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	566	R
S	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	S
T	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	T
U	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	U
V	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	V
W	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	W
X	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	X
Y	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	Y
Z	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	Z
AA	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AA
AB	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AB
AC	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AC
AD	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AD
AE	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AE
AF	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AF
AG	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	560	AG

The above schedule is for an academic year of employment. Faculty employed during May/Summer Terms are compensated in accordance with UVSC policy C5.2. The single line at the end of Column 9 reflects the open-ended nature of this column.

WHAT IS A COLUMN WORTH?

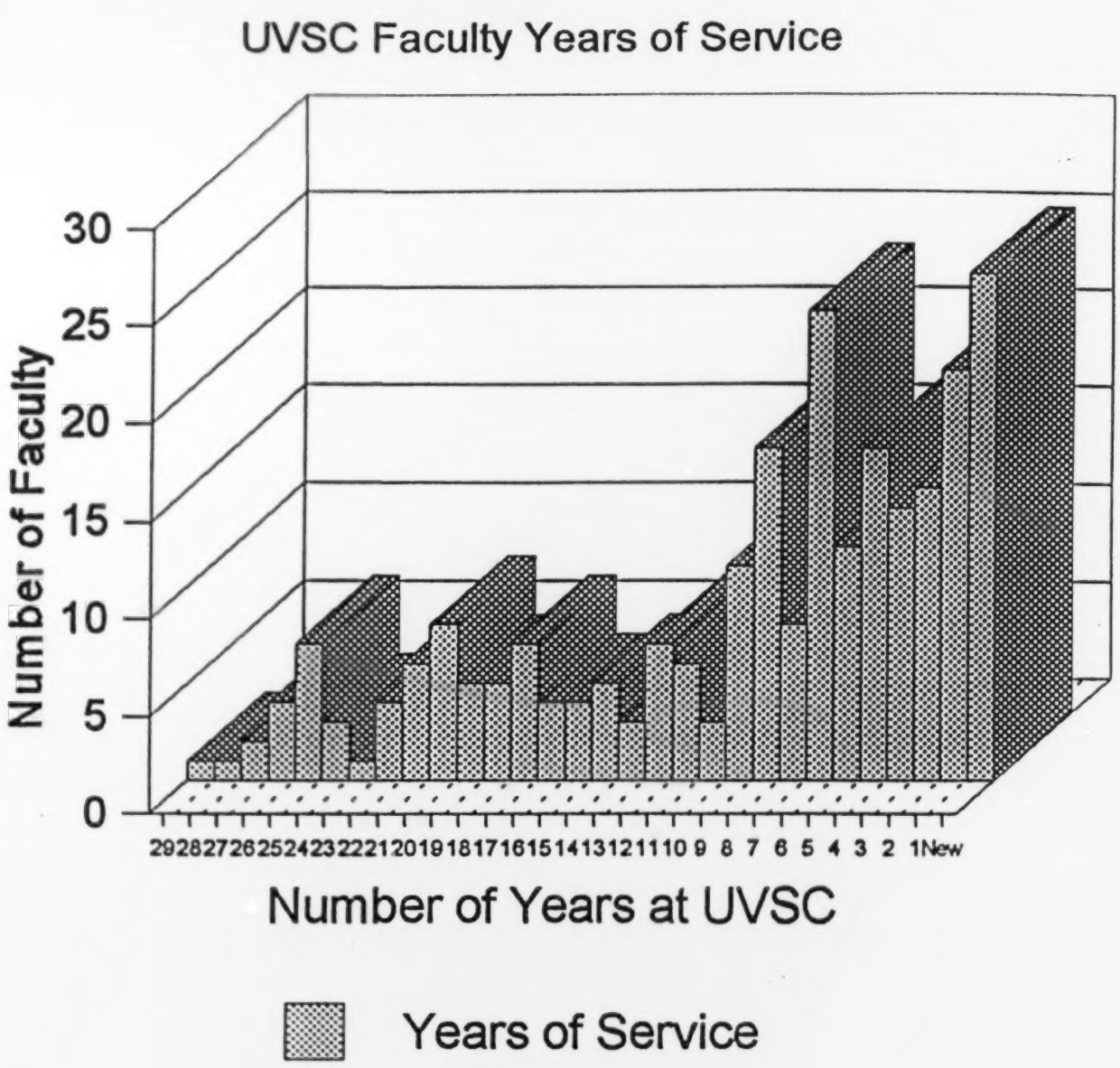
UTAH VALLEY STATE COLLEGE
1998-99 FACULTY SALARY SCHEDULE
INSTRUCTOR AND ASSISTANT PROFESSOR

COLUMN DIFFERENCE

Step	Column 3 BS, BA or 6 yrs. TE	Column 4 MS, MA M Ed	Column 5	Column 6	Column 7	Column 8	Column 9 Ed D Ph D	Step
A	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	A
B	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	B
C	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	C
D	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	D
E	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	E
F	NA	942	943	939	941	941	944	F
G	NA	942	941	940	943	941	943	G
H	NA	942	942	942	941	941	943	H
I	NA	941	942	941	941	939	945	I
J	NA	941	939	946	938	943	942	J
K	NA	941	943	942	941	943	942	K
L	NA	943	942	941	943	942	938	L
M	XXXXXXXX	NA	943	942	942	943	941	M
N	XXXXXXXX	XXXXXXXX	NA	941	941	944	940	N
O	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	940	944	940	O
P	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	945	941	P
Q	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	941	Q
R	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	R
S	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	S
T	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	T
U	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	U
V	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	V
W	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	W
X	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	X
Y	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	Y
Z	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	Z
AA	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AA
AB	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AB
AC	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AC
AD	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AD
AE	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AE
AF	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AF
AG	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	NA	AG

The above schedule is for an academic year of employment. Faculty employed during May/Summer Terms are compensated in accordance with UVSC policy C5.2. The single line at the end of Column 9 reflects the open-ended nature of this column.

APPENDIX B
Bar Chart
Years of Service by Year
for UVSC Faculty
1998-1999


UVSC Faculty Years of Service
Number of Faculty
0
5
10
15
20
25
30
29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1New
Number of Years at UVSC
Years of Service

ONE PAGE SUMMARY

The 1999 Faculty Senate Budget Report on Pay Issues

In the March 24th, 1998 Faculty Senate meeting, the Senate Budget Committee was commissioned "To study and create a new salary schedule that is rational and equal in dollar amount across the board (Senate minutes)." Much research has gone into this effort since then.

UVSC's current pay system is similar to SLCC's, CEU's, and many community college's in the U.S. It lacks the flexibility found in other pay systems in Utah and the U.S. As UVSC continues to grow and change the faculty pay system will need more careful modifications which are reasonable and which will better meet our current and future needs. The Budget Committee presents this report and these proposals to the Senate and general faculty and recognizes that the responsibility for action lies with the Faculty Senate not the committee.

Current Status of Faculty Pay Issues at UVSC

The Current UVSC faculty pay scale is a carry over from the days in which the "Tech" was administered as an extension of public school districts. It is inadequate in terms of meeting the needs of UVSC's growth and increasing demands for diverse educational programs and ever increasing mission statements.

-The current pay scale provides a degree of predictability and clarity in the rules of advancing each year.

-The current pay scale fails to meet faculty and administrative needs in the following areas: retention and recruiting (especially longevity and attracting new talent); internal and external market equity; merit rewards and remuneration; managing the high proportion of faculty in Column 9 (currently at 60%); & fair and timely advancement in pay.

-Current UVSC pay trends include: salary compression; low levels of state allocated funds; rapid growth and change; less flexibility in pay than other Utah institutions which use formulas and negotiation models; & relatively new faculty (the majority of UVSC's faculty have 20 years or more service remaining at UVSC).

-The Fall 1998 Faculty Survey on Pay Issues indicated overwhelmingly that UVSC's faculty are not content with the current pay scale. Results from the multiple responses of 198 faculty (78.2% of the 253 current full-time faculty) include 528 (95.5%) negative comments, 14 (2.5%) positive comments, and the remaining few were "no comments" or complimentary comments.

Proposals:

-Seven different proposals were considered by the Budget Committee. Only two were found to meet UVSC" faculty needs both now and in the future (proposals are forthcoming).

ASK YOUR SENATOR FOR THE COMPREHENSIVE REPORT FOR MORE DETAILS OR VISIT THE FACULTY SENATE WEB SITE FOR THE COMPLETE REPORT AT HTTP://WWW.UVSC.EDU/DEPTS/COMMORG/FACSEN/INIT.HTM

Faculty Pay Scale Proposals
Presented to the UVSC Faculty Senate

Proposal #1:
Three More Columns

Proposal #2:
A Formula Based on Specific School Needs and Specifications

The further you read into this document, the more detailed and specific each proposal is discussed.

Brief Summary of Proposals

Proposal #1: Add Three More Columns

-Add three more columns to existing pay scale: 10, 11, &12 with 11 & 12 having unlimited steps
-Leave Columns 3-9 intact
-Limit new hires to Columns 3-10, reserve 11 & 12 for merit
-Equalize column advancement values ($942) in 9-10,10-11, & 11-12
-Keep all step increases at current values
-Make all columns available to all faculty
-Remove all degrees & titles from column labels
-Renumber Columns 3-12 to Columns 1-10

Proposal #2: Part A: Accept Proposal #1 for the 1999-2000 Academic Year
Part B: Replace the Current Pay Scale with a Formula System for the 2000-2001 year

-Formulas are currently used at : U of U, SUU, USU, & Dixie
-Model UVSC's formulas after U of U's, SUU's, & USU's (they are decentralized)
-UVSC would follow a formula structure similar to this:

-Current Salary + Maximum Annual Salary Increase= New Salary
-Maximum Annual Salary Increase=(% Guaranteed + % from Merit)

-Use the 1999-2000 academic year for faculty, departments, and schools to develop a school level formula in each school. This means to:

-define percent of increase guaranteed for base increase
-no school can exceed 80 percent for annual guaranteed portion
-define percent of increase attainable through merit
-transition out of current merit point system
-no points are forfeited, honor accumulation of points up to June 30, 1999
-Senate could earmark approx. ½ of percent to cover points 2000-2001 only
-Points <25 awarded in the 2000-2001 year based on proportionate value of (25 points= $942)
-meritorious activities during 1999-2000 rewarded according to formulas in 2000-2001

-Distribute state allocation of funds toward salary increases equitably and uniformly to each school based on percentage increase available after funding benefits
-for example if state increase after funding benefits=3.18 percent for 2000-2001
-each school receives a 3.18 percent increase for 2000-2001, for example:

School	1999-2000 Total Salary Amount	2000-2001 Total Salary Amount
HASS	A	(A)1.0318
LEC	B	(B)1.0318
Trades	C	(C)1.0318
Science	D	(D)1.0318
Business	E	(E)1.0318

-New contracts funded by Legislature and impact subsequent year's total amount
-Examples are presented of how faculty in Column 8, Step Q and in Column 9, Step Q actually increased on the pay scale, compared to how they might have increased using a formula system (for years 1997-98 to 1998-99). Some of the differences include:

-more individual school flexibility with formula, no faculty bottom out
-each faculty has the potential to receive the maximum increase allowable each year with formula
-annual rewards for merit with formula as opposed to after accumulating 25 points
-Columns are not funded from the state increase prior to distributing salary increases to all faculty when using the formula
-unused merit monies stay within the school when using a formula
-formula could be more discipline specific with more potential to promote scholarship and professional improvement than current merit point system

Detailed Discussion of the Proposals

Proposal #1:

In this proposal, the Faculty Senate will add three columns onto the existing pay scale creating Columns 10, 11, & 12. All Columns 3-9 will remain in the pay scale. New faculty cannot be hired into Columns 11 and 12 which are exclusively reserved for merit advancements (see tables below for examples). Columns 11 & 12 have unlimited steps. Note that Column advancements from 9 to 10, 10 to 11, and 11 to 12 are equal to$942 (average column advancement value for the year 1997-98). Step increases will retain their current values. None of the columns will have educational degrees in their titles, only numbers. This implies that all faculty can advance to any column and step. All Columns will be renumbered. Instead of being numbered 3-12 they will be numbered 1-10.

One important issue should be mentioned at this time. Adopting Proposal #1 is arguably the safe choice between the two proposals and it alleviates some concerns in significant ways. Proposal #1 may unload the log pile of faculty in Column 9 while providing equitable column advancements for faculty in Column 9. It also preserves the predictability of pay and provides a certain level of openness so that every faculty knows the pay level of each column and step. Unfortunately, Proposal #1 perpetuates many of the significant problems experienced with our current pay scale. Within a few years, Column 12 may also have a log pile in it similar to the one in Column 9.

Recommended Timetable for Proposal # 1

Proposal	Who votes on it	Academic year that proposal takes effect	Approvals needed by:	Deadline	Completion date
Proposal #1	Senators	1999-2000	Faculty direct Senators for Senate vote, Deans, President's Council, then Trustees	Latest Senate vote is Feb. 23rd Senate meeting	Implemented on July 1, 1999 adjustments made as needed

Proposal #2:

This proposal has two parts, A & B.

Part A: Accept Proposal #1 for the 1999-2000 academic year only.

Part B: Replace the pay scale with a formula pay system for the 2000-2001 academic year.

Recommended Timetable for Proposal # 2

Proposal	Who votes on it	Academic year that proposal takes effect	Approvals needed by:	Deadline	Completion date
Proposal #2	Senators	see below	Faculty direct Senators for Senate vote, Deans, President's Council, then Trustees	Latest Senate vote is Feb. 23rd Senate meeting	See below
Proposal #2 Part A		1999-2000			Implemented on July 1, 1999
Proposal #2 Part B		2000-2001			Implemented on July 1, 2000 adjustments made as needed

At the U of U, SUU, and USU they utilize formulas which allow various schools and departments to define their discipline specific criteria according to the needs of faculty in different fields. Dixie also has a formula, but in it the entire college shares the exact same formula. It is proposed that UVSC adopt a formula based pay system for the year 2000-2001 based on formulas which each school and its departments will have developed during the 1999-2000 year.

How the transitions to formulas will take place:

The criteria for their school specific formulas will be developed by the faculty in each school. Deans will organize the development of their school's formula through a process of considering input from every faculty member and department in the school. UVSC would follow a formula structure similar to this:

-Current Salary + Maximum Annual Salary Increase= New Salary

-Maximum Annual Salary Increase=(% Guaranteed + % from Merit)

This includes merit worthy activities which would be rewarded annually as opposed to after 25 points have been accumulated. The current merit point system will be replaced by formula criteria. Schools can decide exactly what they want to define as meritorious in their formulas. This includes rank and a continuation of honoring Associate with an extra $250 and Full with $500, or not. The formulas will be approved by the school's faculty. The Deans will then present their formulas at Dean's council for approval and then to the President's Committee in a timely manner so that the Trustees and Regents can consider them in time for implementation in the year 2000-2001.

Schools will have the liberty of defining how their annual school allocation of pay raise funds will be distributed to school faculty. For example if UVSC provides a school with **X** $'s for its faculty for the next academic year, then the school's formula might provide (**X**)0.75 to all of its faculty as an annual raise (*the Budget Committee strongly recommends that guaranteed levels not exceed 80% in any of the schools*). The remaining 0.25 would go toward funding the faculty who presented evidence of meeting the merit criteria in the formula. In this scenario the school's faculty would be rewarding excellence and outstanding effort on the part of its faculty. In the extreme case of having everyone present identical evidence of meeting the formula's criteria, the funds would be distributed as follows to each faculty member in the school: (**X**)1.0. In this scenario, each faculty would be awarded the maximum allowable salary increase.

How State monies would be distributed:

Each year the State allocation of faculty salary increase will be distributed to the five schools in an equitable manner. In this proposal the State allocated funds for the 2000-2001 year will be given directly to the schools at the level the State allocates it to UVSC. For example, if one of the schools had a total salary value of **Y** for the 1999-2000 year, and the State allots a 3.18 percent increase for the year 2000-2001 (after funding benefits), then the school's salary increase for 2000-2001 would be (**Y**)1.0318. Each year the State's salary increase allotment (after funding benefits) is added directly to the school's base salary for each of the five schools. This means that each and every faculty member has the potential to receive the maximum allowable salary increase each year. New contracts (which are funded through a separate budget project) will not be considered as part of the 2000-2001 year's percent increase but will be incorporated into the sum of the next year's salary.

Transition from merit points to merit increases:

Merit points totaling less than 25, accrued up to the end of the 1998-99 (June 30) will not be forfeited. The Faculty Senate could elect to set aside approximately one-half of one percentage point in pay increase for the first year of the formula's implementation (2000-2001) and apply the relative portion of 25 points each faculty has earned to that person's base pay. For example, a faculty member with 12.5 points (1/2 the requirement for a column advancement) at the June 30, 1999 deadline, could be paid $471 (1/2 of an average column advancement value for the year, 1997-98) in the 2000-2001 academic year increase. After all points are covered, excess funds could then be distributed equally to the 5 schools. Meritorious actions which take place in the 1999-2000 academic year could be rewarded in the new formula system according to school based criteria.

Examples of using a formula with Columns 8 & 9, Steps Q:

The details of how school specific formulas might effect a faculty member's annual raise are illustrated below using a faculty member's salary from each of the 5 schools in Columns 9, Step Q and 8, Step Q. For purposes of illustration we will use the 1997-98 and 1998-99 actual dollar values from the current and past pay scales. The percent increase in faculty pay, after funding benefits, was 3.18 percent for the 1998-99 academic year. Table 1A below presents data on how faculty in Columns 8 and 9, Step Q would have advanced in pay using a formula compared to how they actually advanced using the pay scale.

In the first section of the table, salaries for faculty in Column 9, Step Q are presented ($40,362). The state funded increase was 3.18 percent after funding benefits but according to current policies with the pay scale, column advancements and step increases are funded before the overall base increase is funded. Thus the actual 1998-99 pay level for faculty who moved into column 9, Step R was $41,533. If a faculty member also received a Column advancement, then his or her salary would have increased $560 more to $42,093. In comparison, with the formula system, each and every faculty would have the opportunity to receive a pay increase up to the full 3.18 percent ($41,646). If the actual dollar amount ($41,533) is subtracted from the formula dollar amount($41,646), then the difference is an increase in pay of $113. This means an extra $113 for the faculty who did not receive a column advancement and $447 less for the faculty who did.

In the comparison for faculty in Column 8, Step Q the difference is more dramatic. Keep in mind that Column 8, Step Q is a bottom step. These faculty are "bottomed out" and receive only the percent increase available after everything else is funded (currently 49 faculty are bottomed out in Columns 3-8). Faculty at this level of pay received $39,434 in 1997-98. Their increase was considerably lower because they don't get a step increase. In fact they received only 1.5 percent increase in 1998-99 ($40,026). This was what was left after columns and steps were funded. Current trends in column advancements indicate that about one in six faculty advance each year (about 40). If the formula system had been implemented for the 1998-99 year, then these faculty would each have the potential to receive up to 3.18 percent. That would have meant a pay level of $40,688 or a difference of $662 more dollars.

Let's now follow faculty from each school in Column 8, Step Q through a hypothetical, formula based, pay increase as demonstrated in Table 2A below. Each Faculty has the same 1997-98 pay ($39,434). The state increase was 3.18 percent which had a maximum dollar value of $1,254. Since schools can decide exactly how to articulate their formula's criteria, we have presented various examples. None are binding and none are intended in any way to evaluate disciplines. They are represented for illustration purposes only. There are two basic components of the formula, percent guaranteed and percent merit. One component of the school specific criteria is the portion of the annual increase which is guaranteed to faculty each year (this is similar to a step increase). We are presenting high, medium, and low percent guarantees in Table 2A. The Trades has a 70 percent guarantee which equals $879. The Sciences has only 40 percent which equals $501. The others are in between the two extremes. Keep in mind that every faculty has the same potential to receive the maximum 3.18 percent or $1,254. In the Trades School, less pay increase is based on merit. In the Science School more is based on merit. The difference in the guaranteed portion and the maximum portion is earned through merit. The advantage of

Table 1A: A Comparison of Salaries of Faculty in Column 8 & 9 Step Q: How They Actually Changed Compared to How They Could Have Changed Using a Formula System.					
COLUMN 9 STEP Q	**Trades**	**Business**	**HASS**	**LEC**	**Science**
1997-98 Salary for Faculty in Column 9 Step Q	$40,362	$40,362	$40,362	$40,362	$40,362
Actual Percent Increase from 1997-98 to 1998-99=3.18% Before Funding Columns and Steps					
Actual 1998-99 Salary in Column 9 Step R (After Funding Columns and Steps)	$41,533	$41,533		$41,533	$41,533
Actual 1998-99 Salary for Faculty Receiving a Column Advancement to Column 9 Step S	na	na	$42,093	na	na
Hypothetical Salary of Faculty Starting in Column 9 Step Q in 1997-98 but Advancing in 1998-99 Based on a Formula Using a 3.18% Increase	$41,646	$41,646	$41,646	$41,646	$41,646
Difference in Pay Scale and Formula Salaries ($41,533-$41,646) "How they could have changed"	up$113	up$113	Down $447	up$113	up$113
COLUMN 8 STEP Q**					
1997-98 Salary for Faculty in Column 8 Step Q	$39,434	$39,434	$39,434	$39,434	$39,434
Actual Percent Increase from 1997-98 to 1998-99=3.18% After Funding Columns and Steps it Only=1.5% Since this is a Bottomed Out Step					
1998-99 Actual Salary Increase	$40,026	$40,026	$40,026	$40,026	$40,026
Hypothetical Salary of Faculty Starting in Column 8 Step Q in 1997-98 but Advancing in 1998-99 Based on a Formula Using a 3.18% Increase	$40,688	$40,688	$40,688	$40,688	$40,688
Difference in Pay Scale and Formula "How they could have changed"	up$662	up$662	up$662	up$662	up$662
**See Table 2 for example of school specific criteria and types of formula composition					

earning merit in the formula system, when compared to the pay scale system, is that merit is not deferred until 25 points are earned. Faculty receive merit pay increases annually, thus putting more money into their base salaries sooner. Whatever the dollar value for merit increase is, it is given a value of 100 percent. For example, Trades merit equals $375 (100%) and Science equals $753 (100%). Faculty in each school present their meritorious activities to their Chairs and Dean using a form which each school would develop.

Detailed examples of how merit increases could work in a formula system:

How then do faculty earn merit increases? Look at The Merit Categories in Table 3A. The faculty in the Trades can earn 100 percent of the merit increase by doing any of the activities rewarded by his or her school such as: advancing to Associate Professor (15%), renewing a certification (30%), working in industry during the previous Summer (10%), attending workshops (10%), receiving a VICA award (5%), working on a college fund raising project (10%), taking a relevant course (10%), and having high teacher evaluations (10%). This faculty's merit increase total is 100 percent. An LEC faculty could earn the 100 percent by writing a grant (20%), taking relevant course work (20%), attending conferences (25%), having a certain number of logged student consultation hours (15%), and by having high teacher evaluations (20%) for a total of 100 percent. Faculty in each of the remaining schools, Business, HASS, and Science could use their specific criteria to earn the maximum merit increase allowable. If all did, then what would the new salaries be?

Let's look again at Table 2A. Because each faculty has the same potential of receiving the maximum allowable increase, all faculty, Trades, LEC, Business, HASS, and Science will have equal increases and their new pay levels would be $40,688. This represents the full 3.18 percent increase. Obviously these examples represent ideal scenarios. Faculty choosing not to participate in his or her school's meritorious activities will not earn as much money. Rewarding merit has been and should continue to be a priority at UVSC. Any monies not awarded in merit in a given year are kept in the school, divided by the number of faculty receiving merit and distributed to them proportionately.

Table 2A: Examples of School Specific Criteria Which Could be used in a Pay Formula System for Faculty in Column 8 Step Q.					
Formula Factors	**Trades**	**Business**	**HASS**	**LEC**	**Science**
1997-98 Starting Salary Col. 8 step Q	$39,434	$39,434	$39,434	$39,434	$39,434
Dollar value of maximum salary increase with 3.18% state allocation after funding benefits	$1,254	$1,254	$1,254	$1,254	$1,254
School specific percentage of total state allocation guaranteed to each faculty in increase to base.	70%	60%	50%	50%	40%
Dollar value this year	$ 879	$ 752	$ 627	$ 627	$ 501
Dollar value of remaining increase available for merit	$ 375 (100%)	$ 502 (100%)	$ 627 (100%)	$ 627 (100%)	$ 753 (100%)
Percentage of merit earned by each faculty member (See the table below for criteria)	100%	100%	100%	100%	100%
Dollar Value of merit increase to base for each faculty	$ 375	$ 492	$ 627	$ 627	$ 753
New pay level for each faculty	$40,688	$40,688	$40,688	$40,688	$40,688
Notes:	Notes:				

Table 3A : Examples of Merit Categories	**Maximum Percent Rewarded by Schools** *A faculty member cannot receive more than 100% in one academic year*				
	A	**B**	**C**	**D**	**E**
License/certification	30%	20%	30%	10%	40%
Conferences/workshops	10%	15%	30%	25%	20%
CEU's	5%	7%	15%	10%	16%
Credits of course work	10%	10%	15%	20%	20%
Logged student consultation	10%	10%	5%	15%	5%
Teacher evaluations	10%	14%	10%	20%	10%
Publications	5%	8%	15%	10%	13%
Industry work experience	10%	10%	2%	2%	6%
One year toward longevity	1%	2%	3%	3%	2%
Professional presentations	5%	8%	10%	10%	15%
Committee work on campus	5%	5%	5%	8%	3%
Scientific research	5%	10%	20%	10%	20%
Consultation	5%	10%	7%	6%	10%
Course development	4%	5%	5%	4%	5%
Awards	5%	6%	5%	6%	5%
Volunteering in community	3%	2%	3%	3%	1%
Grant writing	10%	20%	30%	20%	30%
Degree earned this year	10%	15%	15%	18%	10%
Media projects	5%	10%	15%	10%	10%
College development projects	10%	10%	10%	10%	10%
Rank of Associate Professor	15%	20%	15%	15%	15%
Rank of Full Professor	25%	30%	25%	20%	20%
OTHER?????					

Comparison of actual salaries to formula salaries:

When considering the pay increase which faculty actually received from academic year 1997-98 to the current year 1998-99, it becomes clear that most faculty could have received a higher salary increase had UVSC been using a formula system. The data collected for use in Table 4A came from using the actual pay scale for the years 1997-98 and 1998-99 (Instructor & Asst. Prof.) and the current faculty headcount table for August 24, 1998 (see below). A comparison of the actual increase to the maximum salary increase allowable using a formula (3.18%) was made. In Table 4A we see that 197 faculty would have had the potential to receive a higher increase using the formula method. It also shows that 55 faculty were actually paid more in the current pay scale. One faculty in 7N would have been paid the same either way.

Why would so many have been paid more using the formula system? In general the current pay scale has inequities in its step values. Step increases between Steps G-K are greater than $1,000 (between $1,319 and $1,128, see What is A Step Worth? Table in original Committee Report). Only 22 out of 253 faculty are located in G-K for all of the columns. The lower the step, the lower the step increase value. This is not true in Column 9, Step N and lower, which has a value of $608 or lower and flattens out at a value of $560 from S on down. There are currently 137 faculty in Column 9, Step N and lower.

Another reason the formula system could have paid more is that in the current pay scale system, not all faculty receive the State funded, after benefits, maximum allowable salary increase. When column advancements are requested (currently one out of six faculty per year request one), those advancements are funded prior to distributing salary increases to the pay scale. Steps are funded next. Also, those faculty currently bottomed out (49) receive a lower increase because they do not receive a step increase. The formula, however each school defines it, will provide each faculty member with the potential to receive the maximum allowable salary increase, each year. The longer faculty remain at UVSC using the current pay scale, the less the step increase and the more lucrative the formula would be in comparison.

Table 4A Actual Salary Increases Compared to Formula Salaries for UVSC Faculty: Considering Academic Years 1997-98 to 1998-99*.	
Columns and steps where the formula could have provided a greater salary increase to faculty: 3L, 4M, 5N, 6O, 7O, 7P, 8O, 8P, 8Q, 9N, 9O, 9P, 9Q, 9R, 9S, 9T, 9U, 9V, 9W, 9X, 9Y, 9Z, 9AA,	**Number of faculty affected:** 197
Columns and steps where the pay scale actually provided a greater salary increase to faculty: 4J, 4K, 4L, 5I, 5J, 5K, 5L, 5M, 6H, 6I, 6J, 6K, 6M, 6N, 7K, 7L, 7M, 8J, 8L, 8M, 8N, 9I, 9J, 9K, 9L, 9M,	55
Column and Step which tied: 7N	1
Column and Step data were not available for: 9AF	2
*In the bottom steps of Columns 3,4,5,6,7, & 8 faculty were assumed to have already been in the bottom step. For all other steps, the previous step value in the 1997-98 pay scale was compared to the step value listed above in the 1998-99 pay scale. Formula comparisons were derived using this formula (Column and Step Value in 1997-98) (1.0138). This comparative analysis does not include the column advancement awarded. The Instructor & Asst. Prof. Scale was used in this analysis.	

What We Didn't Propose and Why

Mention should be made of other proposals which were considered carefully but not found to meet faculty needs as well as the two presented. Four proposals were developed around the current pay scale. One included the procedure of dropping Columns 3, 4, and 5 and adding Columns 10, 11, and 12. Analysis indicated that to eliminate these three columns would create equity questions because Column 3-5 faculty, many of whom are currently in a bottom step, would have to be placed in an equitable step in Column 6. Most of them would then be able to move down more steps and ultimately those moves would be funded by other faculty in the pay scale. It did not appear to be fair to faculty who earned their way across to Column 6. Most importantly this proposal was rejected because the steps in Columns 3-5 are needed at times for newly hired faculty.

Another proposal intended to make every step in the pay scale worth the same dollar amount. This would prove to be very expensive to faculty not in Column 9's lower steps. As the steps with lesser values (mostly lower Column 9 steps) were equalized, all the faculty not currently in them would be subsidizing the increase for a few years. This was found to be unacceptable by the committee. Another similar proposal was intended to gradually move toward step equity over the coming years. It was rejected because ultimately the effect and negative consequence were the same, simply prolonged over an extended time period. There is a change to the pay scale proposed. Based on the research, faculty survey, and State trends mentioned in the report, the Budget committee agrees that a pay scale proposal is not the better of the two proposals. Nevertheless, a pay scale proposal is presented.

A few other proposals were considered. In one the faculty would go into their Department Chairs at the end of each year and negotiate for a pay raise. The chairs would negotiate with the Deans who also negotiated with the Vice President. The negotiation approach to faculty pay is currently being used at Weber and Snow. Weber is having problems with their pay system and are seriously considering changing it. The Budget Committee was concerned about the power issues, arbitrariness, and equity concerns as well as Weber State's current problem. This proposal was rejected.

Another proposal used market driven faculty salary values (such as CUPA's or Oklahoma State's national guidelines). Salaries were broken into quartiles which were developed for each level of education (B.S., M.S., or Ph.D.). The College and its schools would decide how faculty move to higher quartiles. Faculty in higher qaurtiles would receive lower percent increases and faculty in lower would receive higher increases. This pay system is not currently being used for faculty in Utah institutions. It is complicated and may have equity problems. This proposal was also rejected.

A Comparison of Ernie Carey's Committee Proposal from Spring, 1998 and the Senate Budget Committee's Two Proposals from Spring, 1999.

Ernie's Proposal:
-Decentralized, allowing schools to define merit and administer pay
-Was pay scale based
-Had step & column advancements using 25 pt. system
-Acknowledged increasingly diverse programs and mission statements especially 4 yr. Degrees
-Made us more aware of current pay scale problems
-Distribution of salary increase based on school's previous portion of total salaries
-Salaries were limited by 4 boundaries in pay scale
-Was designed to help decompress salaries and reward longevity
-As pay scales go, allowed for predictability, universality, and openness
-Originated from Senate Subcommittee of Faculty Merit
-Was perceived as a "surprise" to faculty

Senate Budget Committee's Proposal #1:
-Merit and administration centralized at UVSC level
*Is pay scale based with step and column advancements
*As pay scales go, allowed for predictability, universality, and openness
-Adds more columns

Senate Budget Committee's Proposal #2:
-Uses pay scale only during 1999-2000 year
-Replaces pay scale in 2000-2001 with formula
-Allows schools to define formula % guaranteed & % merit
*Decentralized, allows schools to define merit and administer formula pay
*Is designed to help decompress salaries and reward longevity
*Made us more aware of current pay scale problems
*Acknowledges increasingly diverse programs and mission statements especially 4 yr. Degrees
-Distributes salary increases percentage equitably to each faculty and school
-Has no upper limits for salaries
-Has potential to pay higher increases to most faculty
-Aligns UVSC's faculty pay systems to U of U's, USU's, and SUU's
-Allows faculty to update, improve upon, and have direct input into their pay system and merit
-Was very thoroughly researched and developed by Senate Budget Committee
-Is anticipated by faculty
-Has enough flexibility in the pay system to adjust to all of UVSC's future growth and change
-Rewards merit annually as opposed to after accumulating 25 points
-Has no steps and therefore no "bottoming out"
-Each and every faculty member has same potential to receive percent salary increase each year
-Unclaimed merit monies remain in the school
-Without column and step advancements, after funding benefits, percent increase goes directly to faculty through schools

**these are points of similarity between Ernie's proposal and Proposals # 1 & 2.*

Synopsis of UVSC's Pay Scale Issues for the Academic Year, 1998-99

The report and proposal information presented above were part of a year long Faculty Senate Budget research project, wherein the current policy of using a pay scale and merit point system for advancement was replaced by a more efficient system using a formula. A vote was held in Faculty Senate on February, 23 1999 and the new policy using the formula was approved as follows: 29 in favor of Proposal #2 (formula) and 3 in favor of Proposal #1 (more columns). The formula system will allow UVSC and its faculty to grow into its future roles in Utah State's Higher Education System. It will also facilitate remuneration for the many diversely trained faculty who will be teaching here when UVSC experiences it maximum enrollment levels of 40,000 around the years 2015-2020. Admittedly there is no singular action the faculty could take to resolve all of its pay system problems. Yet, the move toward a formula system will alleviate a few significant problems immediately such as merit system concerns, hiring problems, inequities in pay raise distribution, some degree of faculty discontent, under rewarded longevity, bottoming out & piling up in columns and steps, and a faculty perception of having been left out of the definition of the current pay system. It may also begin to ameliorate the salary compression and rank problems. It does little or nothing to impact the low levels of state allocation of funds problem. Utah Valley State College is growing and changing rapidly. It ever has and probably ever will. This exercise in faculty self-governance has demonstrated how well UVSC's faculty have adopted to the demands of change and succeeded at meeting those demands. Many challenges wait to be met. But at this point in time the faculty move forward with the confidence of having met this issue head on and walked away the better for it. ***Any questions or suggestions may be directed to: Ron J. Hammond, Ph.D., Chair of the Senate Budget Committee at UVSC, Mail Stop 115 , 800 West 1200 South, Orem, Utah 84058, Phone# (801)222-8344 or E-mail hammonro@uvsc.edu.***